Understanding Your Adequate Yearly Progress (AYP) Report

The No Child Left Behind Act (NCLB) requires all schools, districts and states to show that students are making Adequate Yearly Progress (AYP). NCLB requires states to establish targets in the following ways:

- Proficiency: A target set for all students and student sub-groups to meet in a progressive nature that would result in all students scoring at the proficient level on the state's assessment by 2014.
- Attendance /Graduation: the law requires schools, districts and states to meet an additional indicator based on improvement or established targets in attendance and/or graduation rates.
- Participation Rates: the law requires all students and student sub-groups to meet a 95% participation rate.

Missouri's AYP targets were established by the Department of Elementary and Secondary Education (DESE) based on a formula from the NCLB Act and an analysis of Missouri Assessment Program (MAP) data, attendance rate and graduation rate data from prior years. When all targets are met, the requirements of AYP are met.

Meeting the Requirements of AYP

Participation Rate

Schools and districts must meet the testing participation rate of 95%. This is determined by evaluating the percent of students whose achievement level is Level Not Determined (LND). If the LND percent exceeds 5%, the school or district cannot make AYP, regardless of whether the annual proficiency targets and the additional attendance/graduation targets are met.

Cell Size

The minimum cell size for each subgroup is as follows: racial/ethnic groups = 30 students, free or reduced-price lunch = 30 students, students with disabilities (IEP) = 50 students, and students with limited English proficiency (ELL) = 50 students. In small schools where the aggregated (all students) group of students tested is les than 30, the scores are aggregated for three years to determine AYP. If the school or district has enough students in a subgroup to meet the minimum cell-size requirements, that subgroup must meet or exceed the Annual Proficiency Target and the additional indicator in order for the school or district to make AYP.

Annual Proficiency Target Indicator

A school or district must have enough students scoring Proficient or above to meet or exceed the Annual Proficiency Target. The school or district is required to meet the Annual Proficiency Target in the aggregate (all students) and for up to nine subgroups of

students. The nine subgroups include: six racial/ethnic groups (American Indian, Asian/Pacific Islander, Black, Hispanic, White, Other/Non-response), students with disabilities, students with limited English proficiency and students receiving free or reduced-price lunches.

Additional Indicator of Attendance /Graduation Rates

Schools and districts must also meet the following established criteria:

- Elementary and Middle Schools: The additional indicator for elementary and middle schools is attendance rate. These schools must have an attendance rate of at least 93% or be able to show improvement from the previous year in order to meet the additional indicator target.

- High Schools: Graduation rate is the additional indicator for high schools. A school must have a graduation rate of at least 85% or demonstrate improvement from the prior year in order to meet the additional indicator target.

- Districts: Graduation rate is the additional indicator for K-12 school districts. Attendance rate is the additional indicator for elementary (K-8) school districts. The targets established for schools apply to the district as well.

Safe Harbor

If a school or district does not meet the Annual Proficiency Target for each subgroup, a provision called Safe Harbor allows another opportunity for the school or district to make AYP. If the school or district meets the participation requirement, AND the school or district meets the additional attendance/graduation rate indicator targets AND the school or district decreases the percentage of students scoring below the proficient level by 10 percent AYP can be met using Safe Harbor.

Ensuring Reliability

The Department uses a confidence interval in order to account for the error inherent in making AYP classifications ("met, not met") that are based on a targeted percentage of students who must attain proficiency. The use of confidence intervals increases the reliability of these classifications.

To establish a confidence interval, a statistic is computed that represents the "margin of error" associated with setting a specific target for percent proficient. This statistic is used to create a "band" or "confidence interval" around the target, which results in a "range" for percent proficient, rather than an absolute percent. If a school or district's percent proficient falls below the lower limit of the range, the AYP target is not met. If a school's percent proficient falls within the range or above the upper limit, the AYP target is met.

For AYP purposes, a 99% confidence interval is applied to the annual proficiency target, which means that a *wide* range is established in order to obtain a very high level (nearly 100%) of confidence in our decision. If a lower level of confidence were established for the interval (for example, 95%), the range for percent proficient would be narrower, but the accuracy of the AYP decision would be reduced. For the Safe Harbor provision, a 75%

confidence interval is applied to the increase in the percent of proficient students from the previous year.

Our use of a confidence interval for AYP decisions is much like the Gallup Poll's use of error terms when they report that 51% of the polled voters say they will vote for Candidate Smith, plus or minus the margin of error of 3%. This means that Candidate Smith would likely receive between 48% and 54% of the votes, if the election were held today.

If a school or district does not meet the Annual Proficiency Target, the confidence interval is applied. Therefore, a school or district may meet the Annual Proficiency Target with the confidence interval.

The chart below is a hypothetical example of school-level Communication Arts scores with confidence intervals. In this school, Native Americans (American Indians) were the smallest subgroup and therefore have the largest confidence interval. The confidence interval for All Students is relatively small, because it is the largest group. This school did not make AYP. Although the annual measurable objective was met in most subgroups with confidence interval, it was not met for the Free and Reduced Lunch (F/R Lunch) subgroup or for All Students.

⊥ = Confidence Interval

━ = Annual Measurable Objective
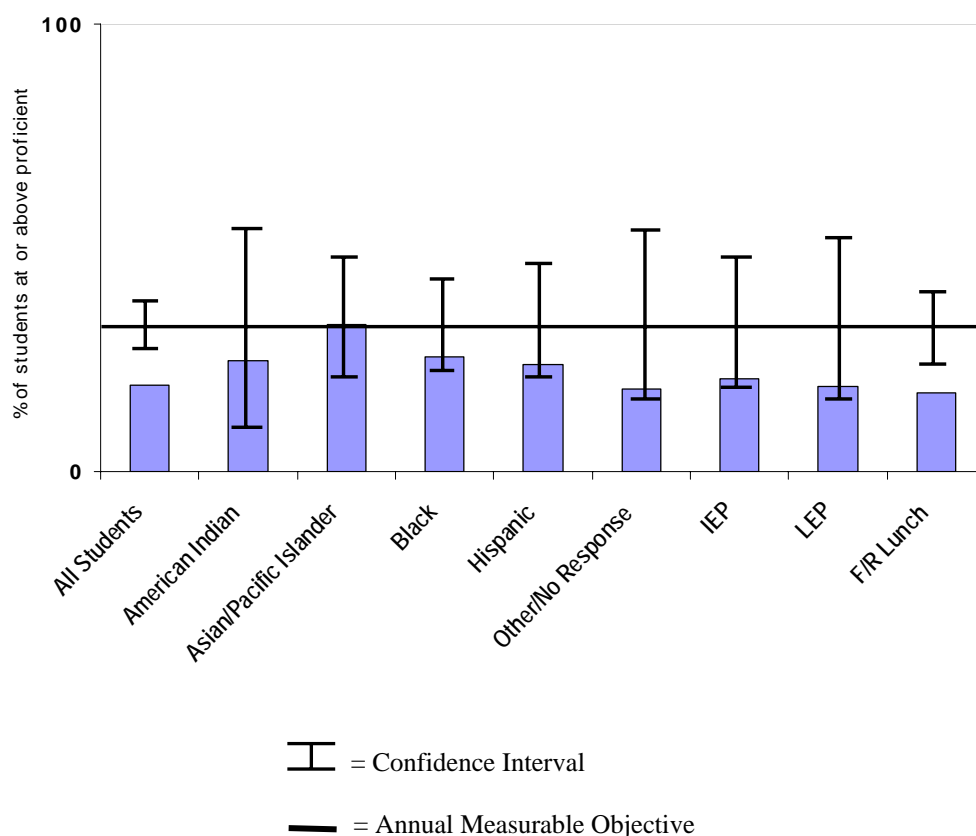
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How Students Count for AYP

Only students who have been enrolled for a full academic year* will be included in the AYP calculations. *A full academic year is from the last Wednesday in September through the MAP test administration window. Students must be enrolled for a full academic year to be included in AYP. AYP is evaluated at the group, school, district and state levels.

ELL students who have been in the United States less than one year are not required to take the Communication Arts assessment. These students are required to take the Mathematics assessment. For AYP purposes, ELL students who have been in the United States less than one year, and are coded appropriately, are not included in the LND.

Some students with severe cognitive disabilities are not able to take the standard MAP content area assessments. However, students are to be accounted for in the MAP content area assessments. If the student's IEP team determines he/she is unable to participate in the standard MAP assessments, the student takes a MAP-Alternate (MAP-A) assessment. The MAP-A is given in the same grade levels as the MAP for both Communication Arts and Mathematics. Students taking the MAP-A will receive an achievement level score and will be included in the Annual Proficiency Target calculations.

Calculation Details

Annual Proficiency Targets: The school's or district's performance in relation to the established Annual Proficiency Targets is determined by looking at the percent of students who score in the Proficient or Advanced levels on the MAP.

- <u>Proficient or Above Percent</u> – Percent of students who are proficient or above.

    Calculation: (Proficient or Above/Reportable)*100

    ✓ Proficient or Above – Number of students with an Achievement Level (AL) of Proficient or Advanced

    ✓ Reportable – Number of students with an AL for the content area

Participation Rates: The school or district must meet the testing participation rate of 95%. This is determined by evaluating the percent of students whose achievement level is Level Not Determined (LND). If the LND percent exceeds 5%, the school or district cannot make AYP, regardless of its performance in relation to the Annual Proficiency Target and additional indicator target.

- <u>Level Not Determined Percent</u> – Percent of students without a Reportable Score on the test

    Calculation: (LND/Accountable)*100

    ✓ Accountable – Number of students by content area for a summary level

✓ Level Not Determined (LND) – Number of students without an Achievement Level

Additional Indicator:

- Attendance Rate – The Department uses the MSIP/NCLB attendance data reported by school districts on Screen 14 of the Core Data Collection System to calculate attendance rates. The hours of absence method of calculating attendance is used. Calculation: (MSIP/NCLB Total Hours of Attendance/(MSIP/NCLB Total Hours of Attendance + MSIP/NCLB Total Hours of Absence))*100

- Graduation Rate – The Department uses graduate and dropout data reported by school districts on Screen 13 of the Core Data Collection System to calculate persistence to graduation rates. Calculation: (Graduates/(Graduates + Cohort Dropouts)) * 100

Summary Levels: AYP is evaluated at the school, district and state levels.

Only students who have been in the building and/or district for a full academic year will be included in the calculation for the corresponding summary level. This information is obtained from the MAP Student Information Sheet (bubble sheet) or barcode label. This applies to each summary level independently. For example, a student who is coded as "In building less than a year" but was in the district a full academic year is excluded from the building totals, but is in the district totals.

- In District (Building) Less Than a Year - Districts are required to report student enrollment counts to the Department as of the last Wednesday of September for each school year. A student included in the head count that remains in the district and/or building through the MAP testing window is considered in the district and/or building for a full academic year. If a student enters the district, or school building after the September count date, that student is to be coded "In District less than a Year" and/or "In Building less than a Year". If coded appropriately, the student's MAP results **will be excluded** from the district and/or building totals.

Content Areas: For AYP, districts and schools are evaluated separately using Communication Arts and Mathematics data. There are different Annual Proficiency Targets for each content area. Districts and schools must meet the targets for Communication Arts and Mathematics, including participation rate, and the additional indicator to make AYP.

Grade Levels: AYP is evaluated by aggregating all grade levels within the school or district that are assessed by the MAP. The current grade levels assessed are as follows:

Communication Arts = 03 – 08, 11
Mathematics = 03 - 08, 10
MAP Alternate = 03 – 08, 11

Example – Clark High School is a 7th-12th grade attendance center. The 7th, 8th and 11th graders' scores would be combined for the Communication Arts total at a building level. At the district level 3rd, 4th, 5th, 6th, 7th, 8th and 11th grades would be combined for a district total in Communication Arts.

Subgroups:
- School or District Total (All Students)
- Race/Ethnicity

    - Asian/Pacific Islander
    - American Indian
    - Black
    - Hispanic
    - White
    - Other/Non-Response

- LEP – Limited English Proficient – this includes any student categorized as ELL less than three years in the USA, ELL Receiving Services, or ELL Monitoring. All students coded as ELL less than one year in the USA will be excluded from AYP calculations.
- IEP –students with an Individualized Educational Program
- F/R Lunch – students eligible for free or reduced-price lunches

NOTE: A Student can be included in more than one group.
For example – A student could be White, have an IEP and be eligible for free or reduced price lunches.

Safe Harbor: If a school or district does not meet the Annual Proficiency Target for each subgroup, a provision called Safe Harbor allows another opportunity for the school or district to make AYP. If the school or district meets the participation requirement AND the school or district decreases the percentage of students scoring below the proficient level by 10 percent AND meets the additional indicator targets, it can make AYP using Safe Harbor.

See the following Safe Harbor example

Year	Content Area	Summary Level	Sub-group	State Prof Goal	Acct	Rpt	LND	LND%	Prof or Adv	Prof or Adv%	Below Prof	Below Prof%	Additional Indicator
2005	Comm. Arts	School	F/R Lunch	26.6	100	100	0	0.0%	16	16%	84	84%	Attendance = 91.7%
2006	Comm. Arts	School	F/R Lunch	34.7	100	100	0	0.0%	25	25%	75	75%	Attendance = 92.1%

Criteria 1: Participation Rates

Does the school meet the required 95% participation rate? YES. Level Not Determined is equal to 0.0%. Therefore, the participation rate is 100%.

Criteria 2: Decrease in the Percent NOT Proficient

The 2006 results for Communication Arts show 25% scoring in the proficient or advanced range. Therefore the school does not automatically meet the Annual Proficiency Target of 34.7%.

The school is then evaluated based on the decrease in the percent of students scoring BELOW proficient. In the example above, 84.0% scored below proficient in 2005, therefore the percentage of students scoring in the proficient range during 2006 must increase 8.4% from 2005 (84% x 10% = 8.4%).

In 2005, 16% of student scored in the proficient range. To evaluate whether the school can make AYP using the Safe Harbor provision, 8.4% is added to the 2005 proficiency percent (16.0% +8.4% = 24.4%) and compared to the 2006 percent of students scoring proficient and advanced (25%). If the percent of students scoring proficient and advanced in 2006 exceeds the Safe Harbor calculation (24.4%), the school meets criteria 2 of the Safe Harbor provision.

Does the school meet the required decrease in percent not proficient? YES.

Criteria 3: Additional Indicator

Grade Level	Additional Indicator	Target
Elementary Buildings (K - 8)	Attendance Rate	93% or improvement from prior year
High School Buildings	Graduation Rate	85% or improvement from prior year

Does the school meet the attendance rate target? NO
Does the school meet the improvement from prior year requirements? YES.

Since the school met the all three criteria for Safe Harbor, the school has made AYP using the Safe Harbor provision.

Disaggregated attendance data will come from screen 14 of Core Data under the Attendance (MSIP/NCLB) and Absence (MSIP/NCLB) section. In the aggregate, these data should match the State Aid portion of screen 14. If there is insufficient data to evaluate the additional indicator for the subgroup in the safe harbor calculations, the additional indicator will be evaluated for the school total group.

Confidence Interval: The Department uses confidence intervals in order to account for the error inherent in making AYP classifications ("met, not met") that is based on a targeted percentage of students that must attain proficiency. Thus confidence intervals are used as a way to increase the reliability of the classification decisions. Confidence intervals are applied to the annual proficiency target and safe harbor. For a detailed explanation, please see page 3, "Ensuring Reliability".

AYP Confidence Interval Calculation:
$$= (2.326 \times (SQRT ((A \div 100) \times (1 - (A \div 100)) \div B))) \times 100$$
A = Proficient or Advanced %
B = Number of Reportable Students
SQRT = square root

Safe Harbor Confidence Interval Calculation:
$$NP = 100\% - A$$
$$SH = NP \times .10$$
$$SHT = A + SH$$
$$ADJ = (.674 \times (SQRT (((B \times (1-B)) \div C) + (((0.9 \times B + 0.1) \times (1-(0.9 \times B + 0.1))) \div D))))$$
$$AT = (SHT - ADJ) \times 100$$
NP=Non-Proficient Percent
SH=Safe Harbor Amount
SHT=Safe Harbor Target

ADJ=Safe Harbor Adjustment
AT=Adjusted Target (Safe Harbor Target with Confidence Interval)
A=Current Year Proficient or Advanced %
B=Previous Year Proficient or Advanced %
C=Previous Year Number of Reportable Students
D=Current Year Number of Reportable Students

Reporting AYP:

The school or district's progress in making AYP is displayed graphically on the School Data/Statistic web pages (http://dese.mo.gov/schooldata/). From the School Data/Statistic web pages, select a district and click on "Load Profile." In the upper right-hand corner of the page, under "Summary Reports," click on the "2006 Annual Performance Report (APR) and AYP" link. This will take you to the school and district AYP grids. An example of the AYP grid is on the following page.

Schools and districts may also access detailed AYP reports using a secure login and password in Crystal Reports. There are two AYP reports in the "AYP" folder in Crystal. These reports are called "AYP" and "AYP Summary."

AYP Grid:

Missouri Department of Elementary and Secondary Education	2005	Groups*	Met
	Comm. Arts	10	4
State of Missouri Results	Mathematics	10	5
Adequate Yearly Progress**	Additional Indicator	Graduation/Attendance	Met/Not Met
	School Improvement/Corrective Action/Restructure		

COMMUNICATION ARTS		2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Annual Proficiency Targets		**18.4**	**19.4**	**20.4**	**26.6**	**34.7**								**100**
School Total (All Students)	PROF	30.7	29.7	29.8	30.4	43.7								
	LND	1.9	2.1	1.1	1.2	1.1								
Asian/Pacific Islander	PROF	40.5	41.6	41.5	42.2	54.2								
	LND	4.0	6.1	0.7	0.7	1.0								
Black (not Hispanic)	PROF	13.7	12.0	12.2	13.7	21.6								
	LND	3.6	3.6	2.0	2.4	1.8								
Hispanic	PROF	20.4	21.0	19.0	21.0	29.7								
	LND	5.7	10.3	1.4	1.2	1.1								
American Indian	PROF	22.9	22.6	23.7	26.0	39.8								
	LND	1.6	1.4	1.1	0.9	0.9								
White (not Hispanic)	PROF	34.5	33.7	34.0	34.3	49.3								
	LND	1.3	1.4	0.8	0.9	0.9								
Other/Non-Response	PROF	26.8	23.8	24.4	23.2	26.7								
	LND	5.5	5.1	3.8	6.6	9.2								
F/R Lunch	PROF	18.0	18.1	18.1	18.9	28.9								
	LND	2.4	2.8	1.3	1.5	1.4								
IEP	PROF	8.5	8.9	10.3	11.1	16.3								
	LND	4.0	4.2	4.2	2.7	4.0								
LEP	PROF	9.5	10.3	15.3	12.1	17.7								
	LND	22.1	28.6	2.1	1.6	1.4								

MATHEMATICS		2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Annual Proficiency Targets		**8.3**	**9.3**	**10.3**	**17.5**	**26.6**								**100**
School Total (All Students)	PROF	21.1	21.3	22.9	24.7	43.4								
	LND	1.4	1.5	0.9	1.0	0.6								
Asian/Pacific Islander	PROF	34.4	39.3	41.1	42.9	60.5								
	LND	2.8	5.3	0.5	0.4	0.4								
Black (not Hispanic)	PROF	7.4	8.3	10.3	10.6	18.0								
	LND	2.6	2.4	1.7	1.8	1.2								
Hispanic	PROF	13.5	14.8	15.3	17.2	30.3								
	LND	5.2	8.7	0.7	1.0	0.5								
American Indian	PROF	13.6	13.4	14.3	15.7	38.7								
	LND	0.9	1.6	0.6	0.7	0.5								
White (not Hispanic)	PROF	24.2	24.2	25.8	28.0	49.6								
	LND	1.0	1.0	0.7	0.7	0.5								
Other/Non-Response	PROF	15.6	14.2	14.2	18.2	24.6								
	LND	4.0	4.8	3.4	3.7	7.5								
F/R Lunch	PROF	13.3	13.2	14.7	15.8	28.3								
	LND	1.9	2.1	1.2	1.2	0.9								
IEP	PROF	7.3	8.1	8.7	11.3	18.9								
	LND	2.9	2.8	2.3	2.1	1.8								
LEP	PROF	9.6	14.5	18.5	18.7	23.0								
	LND	19.8	26.6	0.7	0.6	0.5								

General Notes: School level calculations do not include students that have been in the building less than a full academic year.

District level calculations do not include students that have been in the district less than a full academic year.

To meet AYP all subgroups that met the minimum cell size requirements must meet the Annual Proficiency Target and have tested at least 95% of the students.

Definitions:

PROF: The percent of students who are Proficient or Advanced.

LND: Level Not Determined - The percent of students who did not receive a MAP score. A Student will be considered LND if the student was absent, caught cheating or did not have a valid attempt on the test. The percent of students that were LND should be 5.0 percent or below.

Symbols:

* Indicates the subgroup meets the minimum cell size requirements.
Minimum cell size requirements: 30 for all subgroups except IEP and LEP, which have a minimum cell size of 50

^ If there are fewer than 30 students in the school total, and State Proficiency Target was not met, the current year and two prior years are aggregated. This only applies to the calculation for the school total, not the disaggregated groups.

AYP MET Symbols:

Y   Annual Proficiency Target Met
CI   Annual Proficiency Target Met with confidence interval
S   Annual Proficiency Target Met using Safe Harbor provision
SC   Annual Proficiency Target Met using the confidence interval for Safe Harbor

AYP NOT MET Symbols:

N*   Annual Proficiency Target Met, but did not have a participation rate of at least 95%
NC   Annual Proficiency Target Met with the confidence interval, but did not have a participation rate of at least 95%
NP   Annual Proficiency Target Not Met
NN   Annual Proficiency Target Not Met and participation rate was less than 95%

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Consequences for a School Not Meeting the Requirements of AYP:

If a Title I school does not meet AYP in the same content area for two or more consecutive year, the school is required to take certain actions, specified by NCLB to improve its performance.

School Improvement

How are schools identified for School Improvement?
Title I schools will be identified as in "School Improvement" when they do not make AYP in the same content area for two consecutive years. Once a school is identified for school improvement, the school must develop a school improvement plan.

What happens when a school is identified for School Improvement?
In the first year of School Improvement, the district must offer school choice. School choice is required if there are other schools in the district that serve the same grade level AND those schools are not in school improvement, corrective action or restructuring. School choice and supplemental services must be provided in year two (and subsequent years) of School Improvement.

What happens to schools after the second year in School Improvement?
If a school makes AYP in the third year after being identified for School Improvement, the school will stay in School Improvement. If the school makes AYP in the third year of School Improvement and makes AYP the fourth year after identification, the school will exit School Improvement. If a school does not make AYP in the third year after identification, the school then moves into Corrective Action.

Corrective Action and Restructuring

What is Corrective Action?
If a school in School Improvement does not make the annual performance targets for four consecutive years, the school goes into Corrective Action. When a school is in Corrective Action, the district is still required to provide school choice and supplemental services. Additionally, the district is required to take corrective measures. Possible corrective actions include implementing a new curriculum, working with outside expert consultants, extending instructional time or staffing changes. If a school does not make AYP after one year in Corrective Action, the school goes into Restructuring.

What is Restructuring?
Once a school is in Restructuring, it must continue to offer school choice and make supplemental services available. The district is also required to restructure the school. Restructuring can include replacing staff, contracting with an outside expert consultant, or other major restructuring of the school's administration and operations.

Additional Information:

For information regarding understanding AYP data or calculations, please contact the Data Analysis and Reporting section at 573-751-6849 or webreplyimprdar@dese.mo.gov.

For information regarding AYP, No Child Left Behind or the consequences of not making AYP, please contact the Instructional Improvement section at 573-751-9437 or webreplyimprfii@dese.mo.gov.

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